# 2018 English Language Arts Textbook Approval Publisher Correlation Chart

Correlation to the 2017 English Standards of Learning and Curriculum Framework – Grade 6 Reading

## Publisher Information

Directions: Please complete the requested information below.

**Text Title:**

**Publisher:**

**Contact:**

**Email:**

**Date:**

## Section I - SOL Correlation Charts

Directions: Please list the page number correlations to the standards listed below. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. Identify no more than 8 correlations.

### SOL 6.4

| STANDARD 6.4 | Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.) |
| --- | --- |
| 6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts. |  |
| a) Identify word origins and derivations. |  |
| b) Use roots, affixes, synonyms, and antonyms to expand vocabulary. |  |
| c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. |  |
| d) Identify and analyze the construction and impact of figurative language. |  |
| e) Use word-reference materials. |  |
| f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. |  |

### SOL 6.5

| STANDARD 6.5 | Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.) |
| --- | --- |
| 6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry. |  |
| a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.  |  |
| b) Describe cause and effect relationships and their impact on plot. |  |
| c) Explain how an author uses character development to drive conflict and resolution. |  |
| d) Differentiate between first and third person point-of-view.  |  |
| e) Describe how word choice and imagery contribute to the meaning of a text. |  |
| f) Draw conclusions and make inferences using the text for support.  |  |
| g) Identify the characteristics of a variety of genres. |  |
| h) Identify and analyze the author’s use of figurative language.  |  |
| i) Compare/contrast details in literary and informational nonfiction texts. |  |
| j) Identify transitional words and phrases that signal an author’s organizational pattern.  |  |
| k) Use reading strategies to monitor comprehension throughout the reading process. |  |

### SOL 6.6

| STANDARD 6.6 | Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.) |
| --- | --- |
| 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. |  |
| a) Skim materials using text features such as type, headings, and graphics to predict and categorize information.  |  |
| b) Identify main idea. |  |
| c) Summarize supporting details. |  |
| d) Create an objective summary including main idea and supporting details. |  |
| e) Draw conclusions and make inferences based on explicit and implied information. |  |
| f) Identify the author’s organizational pattern(s).  |  |
| g) Identify transitional words and phrases that signal an author’s organizational pattern. |  |
| h) Differentiate between fact and opinion.  |  |
| i) Identify cause and effect relationships. |  |
| j) Analyze ideas within and between selections providing textual evidence. |  |
| k) Use reading strategies to monitor comprehension throughout the reading process. |  |

## Section II - Additional Criteria: Instructional Planning and Support

Directions: Please list the page number correlations to the criteria listed below. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. Identify no more than 8 correlations.

|  **Additional Criteria: Instructional Planning and Support** | **Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)** |
| --- | --- |
| 1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students. |  |
| 2. The textbook is organized appropriately within and among units of study. |  |
| 3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use. |  |
| 4. The writing style, syntax, and vocabularyare appropriate. |  |
| 5. Sufficient instructional strategies are provided to promote depth of understanding. |  |